IMPROVING ENGLISH SPEAKING SKILL BY USING ROLE-PLAY METHOD THROUGH MULTIMEDIA DEVICES IN CLASS X STUDENTS (CLASSROOM ACTION RESEARCH AT SMAN 1 PRABUMULIH)

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ABSTRACT: Speaking is one of the important language skills. Most people use their speaking abilities to transfer their ideas to other people. One of the difficulties faced by English learners is the inability to engage in conversation. Some students neglect to speak because they are too shy or because they have a high level of anxiety about talking. In this case, the researchers used Role- Play as a method in teaching and learning process to solve the students' problem. The objective of the research was to describe how can role-play method improve English speaking skill through multimedia devices in class X students of SMAN 1 Prabumulih. This research was conducted at tenth grade of SMAN 1 Prabumulih. It used classroom action research (CAR) divided into two cycles. The result of the first cycle showed the mean score was 63.5%, which meant there were only six students who passed the target score of 70. Whereas the result of the second cycle was 75, it meant that the students had improved their score in speaking. Therefore, it could be concluded that there was an improvement in students' speaking skills after using role-play through multimedia devices.

Keywords: *Multimedia devices, speaking, role-play method*

Speaking is communicating ideas and feelings in an ordinary voice. It requires being able to use words to express yourself, and knowing how to use language in a way that reflects who you are. The researchers believe that speaking uses the word and builds the sound to deliver our ideas, feelings, thoughts, and will aloud in an ordinary voice. Besides, success in communication is often as dependent on the audience as it is on the speaker. In the verbal mode, speaking is an effective skill. It can be more complicated than it seems to begin with, and it involves more than just pronouncing words correctly. Students have difficulty learning to speak, because they must have skill in using vocabulary and procedures for using it. In fact, not all students can speak English. Many students have difficulty speaking. Many English learners find it difficult and unappealing to learn. There may be a reluctance to transition because of cultural factors, linguistic factors, or psychological/affective factors. Cultural factors come from what learners have experienced and the expectations they have formed based on those experiences.

One of the difficulties faced by English learners is the inability to engage in conversation. Some students will not speak because they are too shy or because they have a high level of anxiety about talking. Perhaps they are shy because they are afraid of making a mistake or being mocked by their peers. They are also worried because there haven't been many changes to speak of. In a preliminary study at SMAN 1 Prabumulih, some students had difficulty following the advice to communicate in classrooms. First, the students were scared to make mistakes when they were speaking English. The second is that the students still faced many difficulties pronouncing each word well, this problem happened because they seldom practiced English words. Next, the students were shy and nervous to say English sentences. Besides, based on discussions with the English teacher, the tenth grade students of SMAN 1 Prabumulih often found difficulties in learning English, mainly in their speaking. First, the score of students' achievement in speaking was still low; the results showed that 70% of the students received a score below the minimum criteria for success, which means that only 10% of the students received the minimum criteria for success, which was 70. The second reason was that students were less interested in English because they believed it was a difficult subject. First, the score of students' achievement in speaking was still poor; the result showed that there were 70 % of the students got score under the criteria minimum of success, it meant that there were only 10 students who got the criteria minimum of success, and it was 70. The second, the students were less interested in English because their perceptions believed that English was a difficult subject. Third, the students felt bored and unenjoyable during the teaching and learning process. In addition, the teacher only used the lecturing method, which only provides a few chances for students to habituate the pronunciation of English sentences. Actually, there are some methods for teaching speaking, such as the bingo game, storytelling, guessing games and role-play.

According to Burden and Byrd (2010), "Role play is a student's directed activity in which students act out or dramatize a particular situation, circumstance, or idea."(p. 156). Even, role playing can be used to clarify and demonstrate attitudes and concepts, plan and test solution to problems, and help students to set up for a real situation. Creative ability to be somebody else or to be yourself in a particular circumstance for a while brainstorm dialogue and make a genuine world in a scenario. The school tries to help students learn by encouraging creativity and thinking, providing a setting where students can practice

new language and behavioral skills, and motivating them to learn. Furthermore, according to Ardriyati (2009), role-play can be used to play a role in an educational setting, such as the classroom. The students in the class can exercise a role with a certain atmosphere. It can help them practice their speaking skills. The understudies are set in a certain circumstance, just like in genuine life. Role-play can motivate the understudies in talking expertise learning. It is widely accepted that learning occurs when exercises become ingrained and memorable. Role-play is a method that requires students to play a role appropriate to a given situation and allows students to "become" someone or think in a particular situation in which they can improvise.

Based on the reasons above, the researchers were interested in conducting a research entitled "Improving English Speaking Skill by Using Role Play Method through Multimedia Devices in Class X Students (Classroom Action Research at SMAN 1 Prabumulih)". In addition, the research question was "How Can Role-Play Method Improve English Speaking Skill through Multimedia Devices in Class X Students (Classroom Action Research at SMAN 1 Prabumulih)?"

METHOD OF THE RESEARCH

In conducting the research, an appropriate method must be used. The appropriate method used in this research is classroom action research by emphasizing students' speaking ability in the expression of happiness, which is improved by using role-play techniques. According to Mcniff (1992:2), this seems to be the most comprehensive. Action research is a form of self-reflective inquiry undertaken by participants (teachers, students, or principles), for example, in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which these practices are carried out. In accordance with Burns (1999: 7), action research has four stages: planning, acting, observing, and reflecting. Following is a brief description of the steps:

1. **Planning**

    This was the early stage of the research. The researchers prepared everything that they needed for the action research. Considering the teacher's properties, the researchers needed to prepare a lesson plan, role-play strategies with a particular

topic, a scoring table to assess the students' speaking, an observation checklist, and a field note.

2. **Acting**

In the action section, the teacher did the research in the classroom. The teacher explained the rules for playing the role in dialogue, and the researchers, as the collaborators, observed the activity in the classroom.

The procedure is as follows:

a. The researchers taught material about the expression of happiness and also scored aspects of speaking, including pronunciation, grammar, and vocabulary.

b. The researchers used role-play and explained the instructions and steps of role-play.

c. The researchers gave the students the example of an expression of happiness and showed how to express the expression. (The teacher instructed the students to form pairs and present an example in front of the class.)

Role-play Procedures:

A teacher should choose a good technique for teaching speaking skill. The teacher can implement the following steps in role-play as recommended by Tomlinson and Masuhara (2009):

(a) Use every day examples and situations. The teacher selects the situation to teach. The situation should be relevant and comparable to situations that students will face in their work.

(b) Summarize the role-play situation and clarify the objective.

(c) Choose the students or those who want to be volunteers.

(d) Facilitate the role-play situation.

(e) Make it exciting and fun.

(f) Pause or rewind the action.

(g) Create an unexpected situation.

(h) Ask for feedback and assess performances.

3. **Observing**

The researchers along with the teacher observed the class and collected the data during the teaching and learning process.

4. **Reflecting**

The teacher and collaborators discussed whether the activities used improved students' abilities in speaking and expressing happiness, including their speaking abilities. It gave the researchers important information for the next performance or action in the next cycle. After the three steps of planning, acting, and observing were conducted, the researchers and the teacher discussed the weaknesses of the teaching and learning activities to solve the problem. It is expected that the problem will not occur in the next treatment.

In this research, the tools for data collection are as follows:

a. *Scoring rubric*

The tool in collecting data in this research was students' students' performance in presenting the dialogue through role play. The data, which focuses in the students' ability to comprehend the dialogue, used role play technique. Students' ability in speaking comprehension would be scored by scoring rubric. The students were supposed speak up related to the topic.

The students' performance in presenting the dialogue through role-play served as the data collection tool in this research. The data, which focuses on the students' ability to comprehend the dialogue, used role-playing techniques. A scoring rubric would be used to assess students' ability in speaking comprehension. The students were supposed to speak up in relation to the topic.

b. *Observation checklist table*

The observation checklist table is a table-formatted description of an aspect that was observed.

c. *Field notes*

The researchers kept track of the process of the activity in the form of a note that recorded anything that happened in the classroom.

FINDING AND DISCUSSION

The implementation of the role-play method had gained a good enough response from the students in the teaching and learning process. It could help the students improve their speaking skills. The students had a better chance of practicing their speaking in front of their friends. In the teaching and learning process, the implementation of the technique

had an important meaning because in these activities, the material presented was not unclear for some students because the material was explained by the leaders, not the researchers. Therefore, the students should listen carefully to what their friends say because they could quickly be asked to answer a question. It indicated that they did not have to take on the same responsibilities all the time since in this skill the students should devise and answer questions properly and correctly.

Some aspects of the students' speaking abilities improved. They were vocabulary, pronunciation, grammar, content, and fluency. The vocabulary mastery of the students improved after using the role-play technique. They began to know the meaning of vocabulary because the researchers gave them more words after explaining the material, and then the researchers asked them to pronounce them together. The researchers repeated the vocabularies until they were memorized. Related to the theory, Lado (1979) says that there are several steps that can be taken in learning vocabulary, namely: listening to words, saying words, understanding the meaning, making illustrations in the form of sentences, doing exercises in expressing meaning, saying the word aloud, and writing the words. In applying the role-play technique, the students were asked to give instructions and ask questions orally in order to practice their vocabulary and pronunciation. Furthermore, from the aspect of pronunciation, the students got better after implementing role play. It could be seen when they practiced and pronounced many vocabulary words, and when they answered the question in front of their friends, they could pronounce it correctly, indicating that the students' pronunciation got better.

In applying the role-play method through multimedia devices, the students were asked to give instructions and ask questions orally in order to practice their pronunciation and their vocabularies. Furthermore, from the aspect of pronunciation, the students got better after implementing role-play. It could be seen when they practiced and pronounced many vocabularies, and when they answered the question in front of their friends, they could pronounce it correctly. When they made mistakes in pronouncing the word, the researchers had already corrected them. As a result, the students could learn from their mistakes. After knowing the correct pronunciation, the students felt confident in speaking. They felt more convey in expressing their mind. So, it made their speech fluent.

Vocabulary and pronunciation must not only be known but also readily available for use. If students knew vocabulary and pronunciation, they could speak fluently, and

they would feel confident to talk in front of their friends. Somehow, fluency is also followed by talking reasonably quickly. Being fluent in English requires the speaker's confidence in order to talk. The students also made improvements in grammar. Before applying the role-play method, the students spoke with incorrect grammar after practicing and learning the materials. After implementing the role-play technique, the students could speak the correct sentences. In fact, grammar is important to form and arrange the sentences. This is supported by Chomsky (1986) who stated that knowledge of grammar underlies our ability to produce and understand sentences in a language. Furthermore, this technique was also seen as providing the students with more motivation.

The researcher got the data from preliminary study, in cycle 1 and cycle 2. This research that had been done by the researcher indicated that Improving English Speaking Skill by Using Role Play Method through Multimedia Devices in Class X Students (Classroom Action Research at SMAN 1 Prabumulih) was effective in teaching and learning speaking. It could be seen from the progress of the percentage of students" speaking skill from pre-test 1 to post-test 2. The result of the research showed that there was improvement of students" speaking skill.

The researchers got the data from the preliminary study in cycles 1 and 2. According to the researchers' research, Improving English Speaking Skill by Using Role-Play Method through Multimedia Devices in Class X Students (Classroom Action Research at SMAN 1 Prabumulih) was effective in teaching and learning English speaking. It could be seen from the progress of the percentage of students' speaking skills from pre-test 1 to post-test 2. The result of the research showed that students' speaking skills had improved.

From the data capture, the researchers concluded that students were more active and confident when they spoke in front of their friends, and the students were more creative in putting their ideas about asking questions and also answering the questions. Improving English Speaking Skill by Using Role-Play Method through Multimedia Devices in Class X Students (Classroom Action Research at SMAN 1 Prabumulih) was found to be more effective than before, particularly in pronunciation and vocabulary.

CONCLUSION

According to the research findings, students' scores using the role-play method through multimedia devices were higher. This finding answered the research question

about the effectiveness of role-play method in teaching speaking. The use of the role-play method can make speaking and learning activities more enjoyable and interesting because role-playing allows shy students to speak by providing an opportunity for those who struggle with conversation to be liberated. In addition, it is fun, and most students will agree that enjoyment leads to better learning. Finally, using the role-play method through multimedia devices, the speaking skills of SMAN 1 Prabumulih students significantly improved.

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